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17. ABSTRACT (MAX. 250 WORDS)

Changes in the concepts of "school day" and "school year" must be made before serious consideration may be given to the place of the sub-professional in the public school. The sub-professional may assume a variety of roles: homework helper, study center monitor, team teaching assistant, audio-visual equipment manager, community resource utilization assistant, school-community block worker, teacher aide, case finder, group-work aide, health service aide, automated instruction aide, playground assistant, educational survey aide, pre-school assistant, counselor assistant, case aide, and community visitation driver.

Sub-professionals are recruited primarily from the low-income level. Students in late junior high and high school will increasingly be used. The sub-professional should become familiar with the public school as in institution, the professional responsibilities and ethics of teaching as well as the major goals, special programs, precedures and policies of the school.

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SUB-PROFESSIONALS AND SCHOOLS

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General Considerations

Teachers, any teachers, have been in short supply for the past twenty years. A short exercise with paper and pencil, school enrollment figures, and teacher graduation rates will reveal that the problem of teacher supply will continue unabated. The problem is further complicated by asking how many "master" or exceptionally talented teachers we have in our schools now, and how many will come from those still in training. The real point at issue is that we must find ways to make better, more effective and widespread use of our adequate and outstanding teachers. This issue is critical as we consider the fact that children in low income areas should have the best of educational facilities, not the worst, the most outstanding teachers, not the run of the mill or deficient. As we assess this dimension we must probe the way we can productively utilize the talent of the poor in raising the quality of their schools and how these two threads may be woven into the entire fabric of the educational effort.

The most challenging part of teaching is not information giving, but, among other things, interpretation of facts, development of perception and visibility in problem solving, and the development of value systems. Through relieving teachers of straight information giving responsibilities as a result of automated instruction, changes in the logistical arrangements of students and teachers and other innovations, we have created a setting in which a teacher has a fighting chance to teach and to make strides toward being literally a guide in learning. By moving in this direction we are creating a pressing need for

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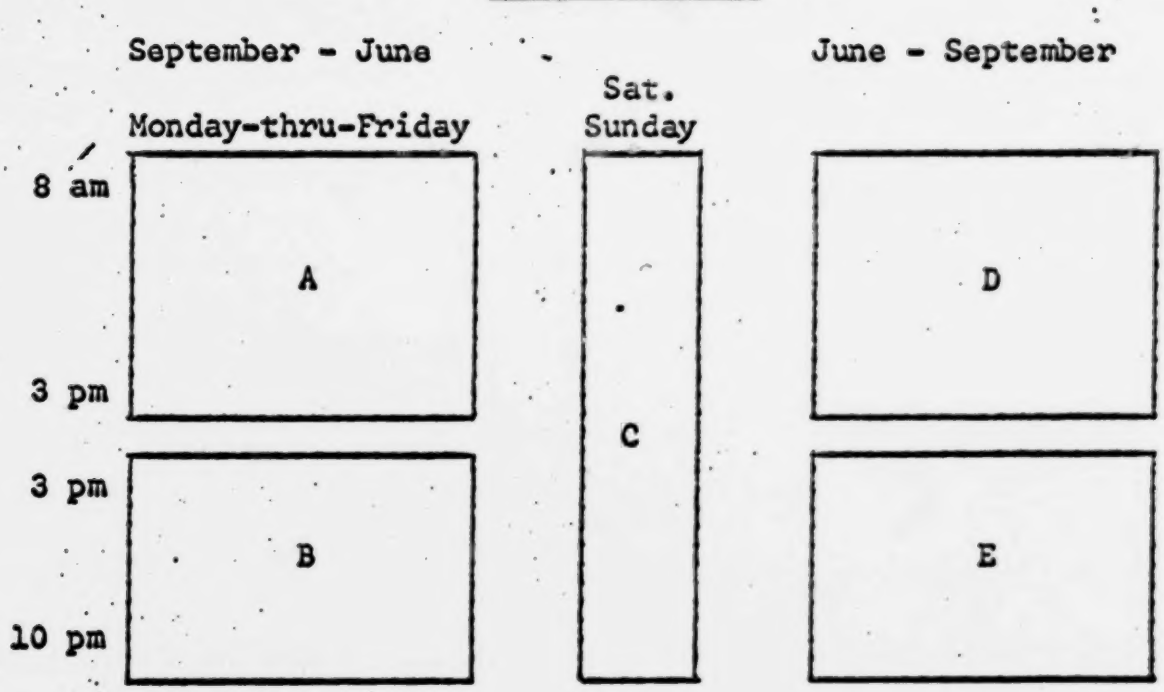
a corps of sub-professionals as back up to professional personnel in short supply. Sub professional personnel will perform the myriad of energy - consuming tasks, e.g., arranging for films, correcting objective tests, scheduling trips, securing supplies, duplicating materials, arranging for speakers, and changing programs in automated equipment, which are important to, but not the core of high level performance of professional functions. In addition to the above classroom oriented sub-professionals we will be evolving previously unperformed functions for sub-professionals designed to modify or cancel out disabling experiences or lack of experiences associated with poverty. It is perfectly clear that for the classroom teacher to have a (fighting) chance to succeed in educating the child from families long-afflicted with poverty there must be a frontal assault on, home factors, economic impingements, and health considerations. "Fully-trained" college graduates are not only not available but not necessary to successful performance of functions which will add significantly to the teacher's chance to succeed.

As a preface to a detailed consideration of the possible uses of sub-professionals in schools we must establish certain changes in boundaries regarding the school, the "school day", and the "school year" as an operating institution in low income areas. The most cursory thinking makes it clear that the concept of the "normal school day and the normal school year" must undergo extensive change.

Historically the public schools have existed to serve the needs of the community which supported them. As the nation pushed back the land frontiers of the West the schools served as channels of knowledge in an environmentally hostile atmosphere. In the period of enormous numbers of immigrants to this country the school served as an assimilation agent of unprecedented dimensions. In recent years schools in low income areas appear to have lost their ability to adapt. One adaptation which will facilitate more pertinent educational programs for children in low income areas and the use of sub professions is that of time. In terms of time blocks the changes may be represented as follows:

TIME CONTINUUM

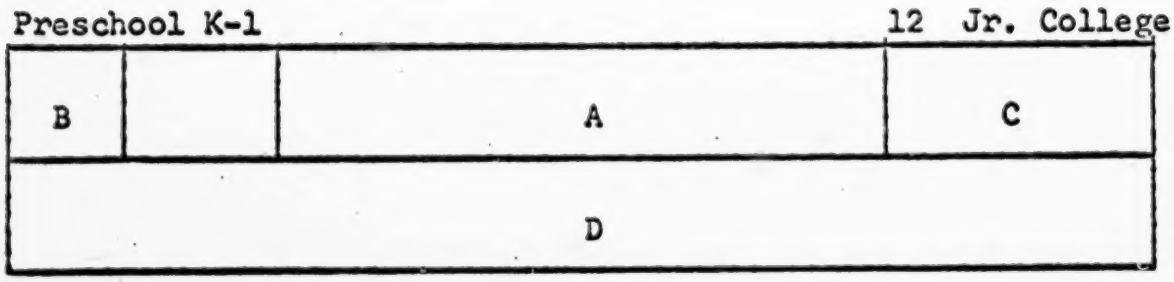



Utilization of Sub-Professionals

A. -Traditional School Day
B. -Extended School Day
C. -Extension of School Week
D. E. -Extension of School Year and Day

Still another aspect of possible sub-professionals involvement which must be considered is that of age and grade levels. In simplest terms this may be characterized as follows:

AGE-GRADE CONTINUUM




A. -Normal Age Grade Range

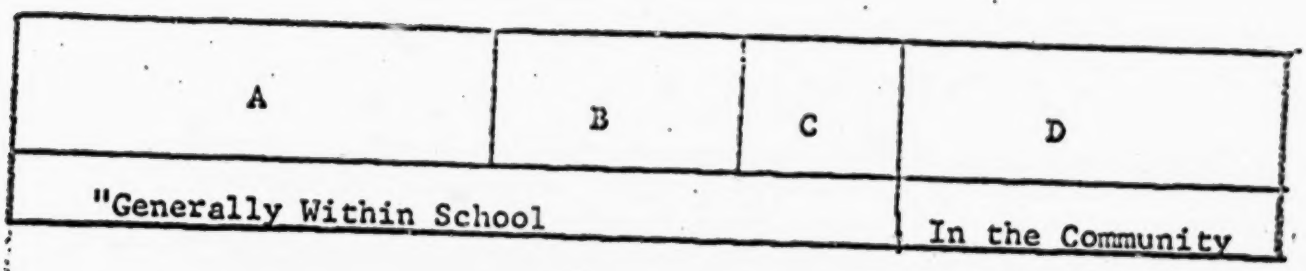
B. -Extension Downward to Nursery

C. -Extension Upward to Junior College

D. -Educational Prog. and Efforts with Parents (Non-Basic Literacy)

To round out the restructured school day, school year picture we must inject a program dimension in order to visualize the full range of possible settings for sub-professionals. The program-services continuum may be characterized as follows:

PROGRAM AND SERVICES CONTINUUM




A. - "Regular" Curriculum

B. - Back Up Services - Psychologist-School Social Worker

Speech and Hearing Specialists, Health Services

Testing - Attendance

C.- Supporting Services - Research - Others

D. - Community Centered Activities Supporting School Efforts

The possible time, age, program slots for sub-professionals can then be summarized as follows:

1. Within-regular school hours - classroom related
2. Extended School hours - classroom related
3. Saturday and Sunday - classroom related
4. Extended School Year - classroom related - regular school hours
5. Extended School Year classroom related - extended school hours
6. Pre-School Connected
7. "Regular" School Program Related
8. Junior College Related
9. Back-Up Services - Related
10. Community Centered
11. Parent Education Related
12. Supportive Service Related

Sub-Professional Roles - Functions

An initial attempt is made below to list sub-professional positions illustrative of some of the foregoing. This is in no sense regarded as comprehensive. In stipulating the direction of the function attached to the title it should be understood that similar titles may carry different responsibilities as outlined by school systems. In addition it is felt that impressive lists of sub-professional functions will evolve from the thinking and planning taking place in thousands of school systems across the United States.

Home Work Helpers - Provide basic assistance to students in relation to minor - transitory academic problems.

Study Center Monitors - Attending to mechanical details of room organization, general behavior of students, condition cleanliness of room during and after study hours. Would provide little if any homework assistance.

Team Teaching Assistants - Maintain attendance records, correct true-false, multiple choice questions, arrange for audio-visual equipment, duplicate materials, secure library materials under teacher direction etc.

Audio-Visual Equipment Managers - One or two per medium 500-800 or large 1000-2000 pupil school - Responsible for responding to requests for audio visual equipment at certain locations at particular times.. Basic knowledge of equipment operation, knowledgeable about repair and maintainence resources, maintain basic time-use records.

Community Resource Utilization Assistants - Assist designated teachers in accompanying students on field trip of all kinds, Act as chaperon, monitor, safety expert. Under direction of teacher contacts community resources regarding appointments, rules and regulations of institutions, fees if any. Maintains records of children who participate in certain field trips. Following community resource orientation sessions brings to the attention of teachers community resources which may not have been previously utilized.

School - Community Block Workers - Major goals are to make contact with hard to reach parents who rarely if ever contact or participate in any school activity. To explain school programs, rules, activities, projections, special services and policies with goal of reducing school connected apprehensions and/or antagonisms, misunderstanding and increasing support of the school and involvement in school efforts.

Teacher Aides - Assist teachers in conventionally organized classrooms in clerical, mechanical kinds of functions which detract from professional time.

Case Finders - Persons knowledgeable in depth about the neighborhood and its families. Bring to the attention of administrators or pupil personnel workers detrimental home situations which for a variety of reasons may have escaped attention.

Group-Work Aides - Assist professionally trained group workers in setting up equipment, conducting activities, maintaining basic records under supervision.

Health Service Aides - Assist nurses (and doctors) in arrangements related to health examinations, basic maintenance of clinic facilities, trained to provide back-up in emergency situations, undertake other duties assigned by professionals.

Automated Instruction Aides - Provide basic assistance to children who are learning to correctly use automated equipment. Have fundamental knowledge of machine maintenance, change programs in teaching machines, assist students with mechanical aspects of using non-machine programmed material.

Playground Assistants - Assist with management, control, distribution of materials, under supervision of trained person conduct games, exercises. Some clean-up work etc.

Educational Survey Aides - Participate in securing data for variety of school survey or research projects designed to better understand the area served by the school. Selected student record work, tabulation, simple computations. See HARYOU's use of students in several studies.

Pre-School Assistants - Work under direction of trained pre-school teachers, organizing, distributing materials, some physical care of young children, dressing, undressing; material collection, supervised story telling involvement.

Counselor Assistants - Under supervision of counselor: scheduling of students, pulling records, maintaining designated aspects of records, setting up guidance related displays basic clerical responsibilities.

Case Aides - Under direction of trained personnel: assisting pupil personnel staffs in appointment scheduling, care of children while parents are being interviewed, some "bridge" work in insuring that referrals to community agencies take place, arranging for needed materials, and other duties as designated by pupil personnel staffs.

Community Visitation Drivers - As stepped up efforts are implemented to expose children from low income areas to the community and its many dimensions, field visits enrichment trips will become frequent. Mature, responsible men and women who are in a position to only work for short periods on an on call basis will be needed.

The Sub-Professional - Source

The largest intended pool of sub-professionals is in the low income area itself. Indigenous sub-professionals will include students in late junior high school and high school as well as adults, both men and women. Within this context it is clear that the persons easiest to use and train will probably be the high school graduate or the person with some training beyond the high school. The sub-professional consideration begins to lose some

of its romantic quality when the hard facts of using persons with less than high school graduation, perhaps less than junior high school attainment, come into view. What will the base line be? Shall we say that no person with less than an eighth grade education will be considered? Shall we say that we will consider attainment equivalents as low as fifth grade and will devise a training program to build on this base? What will the training program look like? What are the key components?

Training Efforts - Many large urban school systems will have the inclination and the talent to release in training of personnel for sub-professional positions. Certainly a basic outline of the public schools as an institution will have to be spelled out, and the professional responsibilities and ethics of teaching outlined. The major goals, special programs, procedures and policies of the school should be studied as a preface to delimited training efforts in particular sub-professional roles. It is entirely possible of course that the schools, or whatever training institutional framework utilized, will have to engage in basic literacy training, or at least review and brush up as a base for the areas outlined above.

As a general position it would probably be best to plan heavily in the direction of alternate arrangements for the training of sub-professional personnel than the public school systems themselves. We must begin immediately to survey the physical and personnel resources available in colleges, universities, and industry to undertake the training of personnel for sub-professional positions. In addition, some of the operating programs should be studied for clues and directions. The Flint Public Schools for instance pioneered the use of teacher aides and should

be consulted about the factors they have found to be important in the selection and orientation of such personnel. Wayne State University has had at least beginning experience with adult education and counseling aides. Fast moving, innovative, eager university establishments such as Southern Illinois University should be surveyed for their interest and capacity to provide national leadership in this area.

Community and junior colleges, technical institutes and semi-professional schools already oriented to training personnel in sub-technical or occupationsl roles might prove to be a more realistic training reservoir.

Implementation Strategy

Forward looking school systems will display considerable sensitivity to the contribution and potential of sub-professional personnel in schools as long as money is available to demonstrate the scope and place of that contribution. As a matter of course in such school systems top administrative officials from the superintendent/on will confer with staff members at length concerning the responsibilities which sub-professionals might carry out.

It is also true that in countless public school systems in the United States there will be a reluctance to utilize sub-professional personnel. In these instances the reluctance may exist in the superintendent as well as a majority of his staff members. In such a setting the superintendent is a key ingredient in the success or failure of the

undertaking. If the education aspect of a community action program omits the use of sub-professional personnel indigenous to the area and this is felt to be of critical importance to the success of the long range CAP it will probably do little good to start with anyone but the superintendent. The focal point should be that CAO personnel do not put themselves forward as educators but rather as citizens and professionals interested in raising the quality of school operation by every reasonable means, and that no resource should be overlooked. Absorbing the time consuming exhausting details of the teachers day to day operations in order to have her be more able to be a teacher in the best meaning of that work should be the consistent issue. Encouragement to have the superintendent draw his staff out on functions which they feel, after careful reflection, they could turn over to a mature, responsible person with less than professional training would reveal to the superintendent that there are some people on his staff willing to give this aspect a try.

Teachers as a group will in all probability regard sub-professional personnel proposals with reserve and caution. The key issue to press in this instance is that for years teachers have been greatly discouraged by the number of things which they were asked to do which detract markedly from their time to teach, get to know children better, and be a guide in learning. This is their chance. The administration and CAP personnel will rely on them to come forward with a suggested list of functions and responsibilities. Suggested roles should always be available as starters.

There is no question that the initial list of responsibilities and roles will represent the less attractive, burdensome, mechanical dimensions of jobs which teachers and other school system professionals have wished for many years to be rid of. This should not be cause for discouragement. In fact it is necessary building block. Only as teachers and administrators are able to experience the contributions of sub-professionals; only as they are able to live through the way it frees them to be more professional; only as they witness the reliability of the personnel will we begin to make headway in wiping away myths that (a) perogatives will be usurped and (b) that all classroom related functions require professional training and experience. This base gives rise to the second round (for some teachers this would be two months after the beginning of a sub-professional program for others it would be at the conclusion of the first school year) in which professional staff members, teachers and administrators are asked to carefully examine their day to day functions again for other functions which could be assigned to sub-professionals. The security rooted in the first experience will bring out a new freed-up list of functions which could not have been possible first time around. This latter factor would make some difference in the "no upward mobility" aspect of sub-professional involvement which has been of concern to many.